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ABSTRACT

This proposed Klingenstein project is a design for a professional development program for the Upper School faculty (N=41) at Renbrook School, an independent school, in West Hartford (Connecticut). It is also an attempt to use the theories of adult learning, human cognition, educational leadership, and definitions of school culture and change to create a prototypical orientation to effective and long-lasting staff development efforts in independent schools. Several concrete goals and products are attached to the design. For example, teachers will collect personal and scholarly pieces for a professional portfolio during the course of the year; some content choices and requirements are delineated. Also, in order to fit such a plan into already loaded school days, several official professional development presentations are scheduled to occur within regular divisional faculty meetings at monthly intervals. An annotated bibliography, a workbook of activities to promote collegial discourse, and a collection of four resource volumes provide print support for this undertaking. The final outcome of this plan will be a teacher-constructed curriculum of "learning strategies" overlaying the full range of upper school content area courses, to be in place within 2 years after starting the project. (ND)

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A Teacher's Working Portfolio: Enhancing Professional Growth and Building a Curriculum

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A Project submitted in partial fulfillment of the Esther A. and Joseph Klingenstein Fellows Program

and with loving thanks to my "critical friends" Jan Scott, Lynn Sorensen, John Taylor, Todd Eckerson, Elisabeth Sperling, Pearl Kane, Stephen Brookfield, Ann Lieberman, Victoria Marsick and Rod Morgan

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by
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May 1997

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Abstract for "A Teacher's Working Portfolio: Enhancing Professional Growth and Building a Curriculum"

This Klingenstein project is a design for a professional development program for the Upper School faculty at Renbrook School in West Hartford, Connecticut. In this preK-grade 9 independent school of 560 students, there are 76 teachers, forty-one of them in the Upper School (grades six through nine. The design that follows is a response, first, to the individuals and their needs within this particular setting. Secondly, it is an attempt to use the theories of adult learning, human cognition, educational leadership and definitions of school culture and change to create a prototypical orientation to effective and long-lasting staff development efforts in independent schools.

There are concrete goals and products attached to this design. For example, every teacher will amass personal and scholarly pieces for a professional portfolio during the course of the year; many choices and some requirements for those portfolio contents are clearly delineated. In order to fit such a plan into already loaded school days, there will be four or five official professional development presentations scheduled to occur within regular divisional faculty meetings at monthly intervals. An annotated bibliography, a workbook of activities to promote collegial discourse and a collection of four resource volumes provide print support for this undertaking. The final outcome of this plan will be a teacher-constructed curriculum of "learning strategies" overlaying the full range of upper school content area courses, to be in place within two years after starting the project.

Other aspects of this design are necessarily harder to visualize, for there needs to be great flexibility in scheduling meetings and in designating the composition of faculty groups who are working together on specific tasks or reflecting on their teaching practices at any given time. There also needs to be a way for particular teachers and students to make adaptations to the core content of the learning strategies curriculum as it is being created.

This program has a chance to succeed, and perhaps even to be replicated in other settings using focuses other than "learning strategies," only if it remains open-ended and responsive to the participants' personal scholarly orientations and quests. On one hand, it is meant to honor students' and teachers' diverse learning styles. On the other, the activities and the content of this project encourage teachers to approach their assumptions about their students and teaching with increased thoughtfulness and an attitude of confident, reforming zeal. The standards for scholarly engagement are high and consistent.

Another benefit to this scheme of first introducing important premises, research and tasks and then letting the participants choose their own ways to use the resources is that each teacher working independently develops a resourcefulness that traditional inservice programs tend to drain off. Establishing a learning contract for a particular goal, a service offered as part of this design, and sharing it with a forthright and supportive colleague can help each teacher get used to being a deliberate, capable learner and an expert simultaneously. A related benefit is that because so many of the activities require collaborative reflection or research, colleagues come to learn more

Planning a Professional Development Campaign that Will Lead to the Creation of a Learning Strategies Curriculum at Renbrook School

Renbrook, the preK-9 independent day school in Connecticut where I have worked for the past seventeen years is full of wonderful people, both students and adults. There are an absence of mandated curricula; a lean crew of administrators and many empowered teachers; an active, concerned body of parents; plenty of ambitious, motivated students; and an emphasis on individuality, all housed in a homey setting with an upbeat atmosphere. If you think that this sounds like the perfect school, you are partially right.

There are some important things, however, that need some work. What I want for my colleagues and me is the chance to take a long, hard look at how we teach our students *how to learn*. In the rush to provide the very best secondary school/Ivy League prep courses along with every kind of exposure to enriching activities in the arts, in athletics and in community service, we cram our students' days full and don't always take careful stock of whether or not

they are "getting it." The seventy-two out of one-hundred seventy upper school students who consulted me, the learning strategist, in the 1994-95 school year attest to the fact that an appreciable number of them are not getting it, either temporarily or long-term. These students have diverse learning styles and needs which are not always recognized or accommodated in a systematic way in our upper school classrooms. Because there is a need to teach this number of students differently, I have been given permission to launch a training program, of my own design, in "learning strategies" for my thirty-five colleagues.

My path to this teacher/leader position has not been straightforward, or smooth all the time. In fact, I may be the only person who calls myself "teacher/leader." What I have been, besides learning strategist and Spanish teacher in grades 1-9, is a founding chair of the school's teacher evaluation and professional development committees and co-chair of the Parent Faculty Consortium. For one exalted year, I was even voted Queen of the faculty. Because of all these roles, I have gotten to know my colleagues well, their uncertainties and their convictions, their styles of embracing or resisting innovations, their personal-life preoccupations and their professional strengths and blind-spots. They know the same about me. This sabbatical year away from the school has given me a treasured vantage point, which coupled with the intense studying I have done at Teachers College, should insure that the professional development program I envision will honor and interweave all these insights about my colleagues and the work we should be doing together to help our students build their learning repertoires.

The task is daunting. Obstacles that remain in place back at my school include:

- A pervasive assumption that it is the duty of the learning strategist, solely, to correct learning "differences" in students whom teachers have referred to her
- An upper school faculty composed predominately of "mid-lifers" who are quite content to leave good, serviceable patterns of content delivery as they are
- An elitist, somewhat narrow view that professional development programs or words from the teacher education institutions are not worthwhile for liberal arts graduates who "know their stuff" and their students
- a high value placed on autonomy in the classroom which dooms organized group activities to a very short life expectancy
- A lack of precedence for long-term, directed, cohesive professional development efforts within our division of the school
- Approval for the plan by the school and division heads that is only tacit, leaving the promotion and management of the plan solely to the learning strategist who will be the facilitator

At the same time that I consider why it will be challenging to institute a much-needed, but unfamiliar, campaign of professional growth and curricular revision in my school, I try to understand and justify the process as I have come to see it through my studies as a Klingenstein Fellow at Teachers College. My operating assumptions are clearer to me now. They are buttressed by the knowledge gained from my courses in adult learning, staff development, human cognition and educational change. The core assumptions that heavily influence

my planning for the collaborative creation of a learning strategies curriculum in my upper school are the following:

- Professional development programs are undertaken first to improve the lives and academic careers of students; if done well, they bring the same results to the teachers involved.

- Staff development initiatives must be based on real and necessary work to be done by a group of teachers acting collaboratively.

- The group of teachers engaged in a staff development project must have the time available and the mind-set to reflect upon their work and discuss it critically, working towards common understandings and implementations.

- The facilitator/guide/leader of the staff development effort must be mindful of the participants' diverse experiences, life stages, attitudes, temperaments and beliefs about the workings of the school; this individual must honor them all in ways that promote the growth of the group and of the individuals.

- Teachers should be invited into the process, not have it imposed upon them.

- Within the staff development process there needs to be a place for scholarly inquiry and research, either through published studies to be consulted, or through action research to be conducted within the school, or through both modes.

- The major source of knowledge to be tapped, however, resides within the teachers themselves and the shared description of their wealth of practices, experiences and beliefs is fundamentally important to the creation of new educational designs.

- Since ways and rates of learning are so diverse among our students, "special education" (until now the domain of the learning strategist) can and should be delivered by all teachers to all students.

- If teachers are willing to engage in more thoughtful examination of teaching methods and to tackle the painful process of making adjustments to those methods, their efforts should be validated

and extended through regular and varied forms of feedback and assessment.

- Staff development projects or processes need to be an *organic* part of the operation of the school, but there also needs to be a special, set-apart time, place and manner of celebrating and showcasing the efforts of the participants.

How can I plan a single professional development program which overcomes the obstacles previously cited, while remaining true to the ideals stated in the assumptions just listed? Furthermore, how can I relate the school's recent history of professional development endeavors to this blueprint for a "learning strategies curriculum design collaborative?" For starters, it will help to review what steps have already been taken and what needs have already been assessed to show why this professional development design can and needs to succeed:

1. In 1994-95 the seventy-two clients of the learning strategist were interviewed and the reasons for their referrals were tabulated. A large number of students were (1) seventh graders just beginning to grapple with longer and more independent reading and writing assignments, (2) students with learning differences and/or ADD in all four upper-school grades (6-9), or (3) so-called "slackers."
2. After a discussion of the findings, the head of school and I (the learning strategist) agreed that we should look for a more systemic way to aid this number of students with learning "glitches." I shared with her my hidden agenda of helping teachers to reflect upon their long-held practices while

they learned about this new-fangled notion of incorporating "learning strategies" into their subject-matter lesson plans. She agreed to let me try.

3. In September 1995, in my role as learning strategist, I decided to focus on seventh-grade students and their teachers, first by holding a focus group comprised of the seventh-graders discussing their approaches to test-taking. The results of their student survey on useful techniques, preferences and anxieties were shared with the seventh-grade team teachers.
4. At the same time a learning strategies "broadside" was published by the learning strategist and distributed to the whole upper school faculty. It stated that Renbrook teachers expect their students to develop the following skills while in our upper school:

    - managing time, materials and assignments
    - listening attentively and analytically
    - reading with comprehension and appropriate speed
    - taking useful notes on what is read, heard or thought about
    - remembering important information, both long- and short-term
    - studying effectively for tests, quizzes and exams
    - organizing and presenting data and theories clearly and logically
    - conducting research
    - using technologies effectively
    - correcting and revising work thoroughly

5. The broadside also parceled out six or seven key learning-strategy topics related to each of the above-mentioned skills to all of the four grade levels. Based on students' needs and on some gentle coaxing by the learning strategist, seventh-grade teachers decided to survey sources of test-taking strategies, choose some appropriate ones to teach deliberately and to assess the results.

6. In the spring of 1996, the "Blue Ribbon Learning Strategies Team" came into existence. It was composed of ten honored volunteer upper school teachers who wished to continue the work of studying and implementing the teaching of learning strategies. I have heard from them sporadically this year; their individual efforts are varied and viable.

"Learning Strategies" then, if not exactly household words, are alive and in play in some classes at Renbrook School. The way seems clear for a fall 1997 launching of the full upper school professional development program I am ready to propose.

What follows is an abbreviated version of a one-year *context*, rather than a one-year *plan*. If this learning strategies design initiative succeeds, it will seem at times to be a multi-ringed circus with an invisible ringleader. There will be high expectations for the level of participation, for the quality of work produced by my colleagues, and for the depth of our thoughtfulness as we confront issues of school culture, parents' expectations or individual learning differences in children (and in us adults); as we consider new theories about human cognition and as we come to change beliefs and practices in the face of new awarenesses.

In this professional development framework, I am working <u>with</u> my colleagues, not <u>on</u> them (even though I have a important goal for us in mind); therefore, my design must be fluid and multi-faceted, readily adaptable to the needs and interests of the participants and ready to fit into the teachable

moments in the school's meeting calendar. For this reason, I do not offer here formal "scope and sequence" charts or "recipe books" of learning strategies, although a "teacher's working portfolio" will be standard issue for all my upper school colleagues and me. I have also designed a workbook of group activities and thinking exercises, a heavily annotated bibliography and resource collections to accompany this program. There is meat for the "how-to" crowd to chew over in this mix, but more importantly, there is a concept of adults as willing, continuous and collaborative learners to hold this work together. In place of a syllabus, I offer a *menu* of *prix fixe* and *a la carte* items for my colleagues to choose among for sampling or for savoring. (To carry the metaphor one step further, deciding on which restaurant, or whether or not to go out to eat, is not a choice for my colleagues, however. We all dine together at the Learning Strategies Cafe!)

The menu will spell out the four topic areas that I consider to be vital to the eventual creation of a learning strategies curriculum by this faculty. The four sections include the studying of:

- the culture, beliefs, and profiles of the members within our school community and the ways these factors impact our teaching decisions
- our own assumptions, behaviors, experiences and feelings as teachers
- adolescent social, emotional and cognitive development
- the theories and the specific techniques of "learning strategies" and of collaborative curriculum design

Although pieces from the four components may be introduced in random order, in cycles, or in blocks, all four themes must play into our work together. If we do not consider who we are, what our school and our students are really like and then compare and contrast our insights with the literature generated by professional scholars of education, we will have no rational foundation for the curricular changes we propose. If we stop our examinations just after looking thoughtfully at our assumptions about what makes us or the school or our students "tick," we will not have produced a lasting piece of work - the learning strategies curriculum - which benefits our students, the reason for our work together in the first place. If we only pick and choose the learning strategies we like and can see ourselves using tomorrow in our classes, we have fallen into the ineffectual inservice/conference mode of being "professionally developed" in a sound byte. Lasting, meaningful and profound change in our teaching methods and operating principles is not likely to occur if any of the themes is left out of our thoughtful work together.

The "menu" on the final pages of this section outlines the activities and sources that can be mixed and matched for each teacher's study plan. A timetable for the year is harder to pin down, although I am confident that the one I tentatively propose is feasible and can be complementary to teachers' busy, daily professional lives at our school. What I know <u>doesn't</u> work are extra days removed from school vacations for inservice, or special afternoon or evening add-on meetings. It is even difficult for the facilitator to "perform"

during a designated slot of an already-scheduled mandatory all-school or division meeting. No amount of speaker's charisma will carry an overburdened group of teachers through a professional development sermon or a how-to information-dump. From the outset, the group must have fascinating issues to discuss and real tasks to undertake.

For these reasons I favor the scheduling of one introductory session in the first fall meeting days, probably lasting a well-planned forty-five to sixty minutes. In that meeting I will tell my colleagues all of what I have outlined here, mixing humor and earnestness, mini-lectures and invitations for personal responses or supporting anecdotes from the floor. I will distribute their portfolio binders containing only the annotated bibliography at this point. Then I will invite colleagues to try a first "quick-write" and "pair-share" based on one of their personal recollections of being a student. We will reconvene after fifteen minutes spent on the solo writing followed by a quick reading and responding to those pieces in groups of two in order to talk over the implications of this process and how collaborative work enriches personal reflection. It is not a bad idea, either, to remember momentarily how it feels to be a student, since we will soon be crafting lessons about learning strategies with our students in mind.

We might have time left to establish ground-rules and guidelines about choosing topics (and partners with whom to share them), ways of studying and recording findings, and finally, the settings and times that make the most

sense for conducting our personal, professional development courses of study. As the fall progresses, I will ask for monthly half-hour slots at the beginning of upper school meetings (Mondays, 4:00-5:30 PM) during which we will have a short, well-crafted introductory spotlight on each of the four sections of this design and with time allotted for each teacher to decide and document what topic, task and format next to pursue. It goes without saying that the most important part of these meetings is the sharing of work, ideas and goals in-progress. Since acknowledgment, encouragement and discerning questions all are central actions to insure our genuine collegiality, we also need to determine flexible formats for giving and receiving feedback.

Spin-off meetings occur between the official spotlight sessions relating to each of the four themes. Sometimes department chairs will choose to pursue a professional development topic from this design in a regular weekly department meeting. Sometimes grade level teams will do the same in their weekly meetings. A pair of teachers, or a small collaborative of them, may inform the division head, department chair or learning strategist of their intentions to set up their own project complete with a schedule of meetings, goals and outside research or writing tasks. They will know to contact the most logical support administrator.

To add much needed conviviality to these efforts at true collegiality, we may be able to fund "working lunches" where interest groups, freed from lunchroom supervision and treated to a take-out lunch provided by the school

use this found time for their professional development conversations and projects. An informal potluck dinner before a parents' night or a wine and cheese party on a Friday afternoon might provide a time for colleagues to update, confer and commiserate with one another over the state of their independent work on the learning strategies curriculum initiative. If the school and division heads arrange, fund, and attend such get-togethers, they give a powerful message about the importance of this work and their appreciation for the dedication and expertise of those involved in the project.

I believe that the start of a well-articulated, yet adaptable curriculum of learning strategies will be the tangible outcome of this endeavor by year's end, but I also know that the connections forged through meaningful, directed professional conversations among colleagues and the rich and varied teachers' portfolios that emerge from this year of study are evidence enough of a professional development program that has succeeded. In years to come the learning strategies manuals that grow fat from our collective searches, experiments and evaluations will serve as flexible guides for teaching all of our students how to learn well.

In an age of vastly multiplying sources of information, we can best prepare our students to cope with the demands of this barrage of information by allowing them to study and acquire the learning strategies that suit them best. Students will be able to explain how they choose salient information, how they order, remember and apply that information. This metacognitive reasoning lies

at the heart of a learning strategies curriculum and promises the longest shelf life of any of the learnings a middle schooler acquires. In teaching such dynamic skills to our students, we continue to teach ourselves. Even the smallest attempt to stay current with practices, trends and theories in the field of education can have huge repercussions in the lives of teacher/learners and those of their grateful students. This project tries to make those myriad potential connections between teacher and learner meaningful and varied.

Menu for a Teacher's Working Portfolio:
Enhancing Professional Growth and Building a Curriculum

I. "Seasonal Specials"

All of us upper school faculty members will attend the following professional development "spotlight" sessions to be held in the second Monday meeting of each month within the regular division meeting slot. These will be exciting, multi-modal introductions, first to the project as a whole, and then to each of the four themes in turn. They will last from thirty to forty-five minutes, and there will be follow-up assignments, custom-designed by each one of us according to our questions or interests.

September: Introduction to the grand scheme of "A Teacher's Portfolio: Enhancing Professional Growth and Building a Curriculum.

After a carefully scripted, beguiling lead-in by the learning strategist/facilitator, all of us faculty members will receive our personal portfolio binders containing only the annotated bibliography, and perhaps some dividers for each of the four themes. The first piece to be placed in the binder will be written and discussed on the spot - a "portrait" of the most baffling student each of us has ever encountered. A follow-up chat, first with one partner, and then in the whole group, will give us a chance to share reactions about (1) the "elusive student," (2) the risks and pleasures of writing and sharing writing with colleagues, (3) the place of "quick-writes" and "pair-shares" in this professional development endeavor and (4) the ways we talk about our students and think about our professional and informal transactions with one another.

October: The culture of our school and our operating assumptions:

Now it is time to open a forum for considering the culture of our school, the make-up and beliefs of all the groups who comprise our community. This can be risky, but liberating work as we list out the factors of our real lives that impact our work, as we grapple with our opinions on who wields power and influence within the school and as we talk about the mechanisms of change and conservation that operate constantly in tandem in the course of all decisions, global and mundane, made by all of us daily at work. Starred articles from Part One in the bibliography provide many choices from which the facilitator will choose one piece for a shared reading-and-response, on the spot, if possible. Now we reconvene not only to share impressions of the reading, but also to talk about how we made sense of the reading. In other words, what were our individual learning strategies for comprehending this scholarly piece? Here is a first look at what learning strategies instruction might be all about.

November: Our reflections and research about our own experiences and practices as teachers:

"Homework" will be given in advance of this session to prepare us for thinking about the power of our "narratives." Storytelling and story-writing techniques will be explored as we attempt to describe our students in more vivid, objective and rich detail. We can become diarists, biographers, essayists and ethnographers if just given some protected time and a safe ambiance in which to practice. This can be a time to enjoy one another's ease with words, sense of humor, sensitivity, and imagination, since we share an expertise with the subject matter - our students. We will try to achieve the give-and-take of a writers' workshop, where people are absorbed in perfecting their craft, not in worrying that their skills are deficient somehow or that they don't know *everything*. Now we are becoming used to being learners as well as teachers.

December: A look at our students and their ways:

One fascinating approach to thinking about developmental issues and learning differences among our students might be for all of us to take an instrument like the Myers-Briggs Inventory or some multiple intelligence survey and compare our profiles to those of our students' (which have already been conducted). A productive brain-storming session on matching styles and preferences might ensue! And because of this interesting introduction to measuring and observing developmental and cognitive differences, someone will surely want to undertake a classroom research project on student cognition or attitudes about schoolwork.

January: Dealing with learning strategies and a curricular framework in which to organize them for direct teaching in all classes:

Perhaps many of us are involved in our own research by this time in the school year. Perhaps some of us are already testing designated strategies in our own classes. Others of us well may be still at the reading and observing stage, keeping teaching journals or weekly critical incident accounts. In this last full group meeting we will take the time first to meet first with our grade level teams and then with our departments in order to start discussing and deciding upon some common strategies and sequences of strategies to be taught. The resource guides will be available for browsing through or adding to. The learning strategist will help find information, and serve as a clearinghouse or matchmaker for groups or individual teachers working on similar projects.

May: A Share-Fair Celebration:

This will be our chance to describe what we have been working on all year and to see and think about everyone else's work. Each of us should plan a minute-long "advertisement" on the contents of our portfolios, our current thinking about learning strategies or about any success stories in the classroom related to our professional development efforts for the year. We must choose our details wisely! Of course there will be an opportunity to evaluate this whole program comprehensively in writing and to suggest ways to proceed for the following year.

II. Choices

Combinations for Conversations and Discussions

- full group, seated in a big circle
- a group of six to eight colleagues
- a quartet of colleagues
- a trio of colleagues
- a pair, randomly matched
- a pair of long-standing "critical friends"
- a consultation with the learning strategist

Types of Journal Keeping

- daily, free-form accounts
- weekly summaries of life in your classroom and your feelings
- weekly critical incident analyses

Choices for "Quick-Write" Formats

- memoirs - recollections from your own history as a student which may reveal why you teach the way you do
- vignettes - short stories from a class or a meeting that illustrate a feeling or an insight
- snapshot - a revealing description of a scene frozen in your memory which you the writer can later analyze with the help of an inquisitive peer
- portrait - a look at a memorable school-related person, whether a student of yours, a teacher you had or knew, or a current colleague, parent, friend relative or administrator, usually followed by a closer second look to determine why this person is important to you

Kinds of Scholarly Research

- a review of the professional literature dealing with a chosen topic
- participation in on-line teacher networks
- the conducting of a teacher research project

Levels of Sharing and Assessing Your Work

- regular consultations with the learning strategist to discuss goals and/or to review learning contracts
- collaborating with department members
- collaborating with grade level team members
- working with a chosen peer
- publishing your writing in a new Renbrook teachers' journal
- submitting your work to other professional journals
- presenting your work at a regional or national conference

Introduction to the Annotated Bibliography for "A Teacher's Working Portfolio: Enhancing Professional Growth and Building a Curriculum"

The bibliography that follows can be thought of a vast, free-ranging syllabus both for the facilitator to draw upon as she plans full-group spotlight meetings and also for the participating teachers to consult as they research and plan their own initiatives in each of the four theme areas. This compendium may serve to inform and influence others who want to consider the critical features of their own professional development endeavors in their own school settings.

The works and resources cited have been blocked into four parts paralleling the themes mentioned in the project paper on page 11:

1. the culture, beliefs, and profiles of the members within our school community and the ways these factors impact our teaching decisions
2. our own assumptions, behaviors, experiences and feelings as teachers
3. adolescent social, emotional and cognitive development
4. the theories and the specific techniques of "learning strategies" and of collaborative curriculum design

Each section has been further divided into topic categories that reflect the important ideas relating to each of the four themes. Entries that are marked with an asterisk (*) would be good choices for the whole faculty to read and discuss together as preparation or debriefing exercises surrounding the professional development spotlight presentations described on pages 13-14.

Bibliography for Part One:
A Professional Development Initiative at Renbrook School

I. Texts that deeply influenced my thinking:

Ayers, William. (1995). *To become a teacher: Making a difference in children's lives.* NY: Teachers College Press.
The whole collection is worth reading, for Ayers knows how to pick his contributors. "Part Two: Thinking and Teaching" (59-64) • and "Ten Alternative Classrooms" (215-220) • both essays by Ayers would make a fine universal reading assignment.

Barth, Roland. (1990). *Improving schools from within: Teachers, parents and principals can make the difference.* San Francisco: Jossey Bass.
The terms "community of learners" and "community of leaders" come from this work and they define my efforts.

Bolman, Lee G. and Deal, Terrence. (1994). *Becoming a teacher leader: From isolation to collaboration.* Thousand Oaks, CA: Sage.
Organization and leadership issues for teachers to consider are delivered in a story format. This "tale" is easier to read than a case study, and good fodder for a faculty book discussion. • The epilogue (76-82) provides the steps for diagnosis and action "on the road to teacher leadership.

Clem, Stephen C. and Wilson, Vance, Z. (1991). *Paths to new curriculum.* Washington, DC: NAIS.
The clear organization of this book and its collection of knotty school problems with cogent related questions for discussion and self-reflection provide an inspiring model of the kind of framework I envision for this project.

Dewey, John. (1938). *Experience and education.* New York: Macmillan Publishing Co.
If this project is to bring progressive and constructivist thinking to my colleagues, both to consider and to act upon, there is no way to avoid reading and referring to this core work.

Lieberman, Ann (Ed.) (1986). *Rethinking school improvement: Research, craft and concept.* NY: Teachers College Press.
Lieberman has assembled many collections on staff development and school change. The elements of the title of this one - research, craft and concept - play into the themes of this project. Especially useful for a resource book or for reading-discussions among my colleagues are Judith Warren Little's "Seductive Images and Organizational Realities in Professional Development" (26-44) •

and "Educational Change: Revival tent, tinkertoys, jungle or carnival?" (115-128) * by Terrence Deal.

Sharp, Peggy. (1993). *Sharing your good ideas: A workshop facilitator's handbook.* Portsmouth, NH: Heinemann.
If my enthusiasm runs away from me, or if my agenda is too esoteric for my colleagues, they will not be able to process this professional development endeavor or adapt it for their own use. This is a useful guide to all the factors that must be attended to when one adult is trying to facilitate the learning of other adults.

II. Sources dealing with adult developmental levels, career stages and individual temperaments:

Guskey, Thomas and Huberman, Michael. (1995). *Professional development in education: New paradigms and practices.* NY: Teachers College Press.
Several of the studies and essays in this collection would work well for a jig-saw cooperative reading exercise and discussion:
"Dynamics of Teacher Career Stages" (171-192) * by Ralph Fessler
"Expanding a Teacher's Knowledge Base: A cognitive psychology perspective on professional development" (35-66) * by Hilda Borko and Ralph Putnam
"Professional career and professional development: Some intersections" (193-224) * by Michael Huberman

Kegan, Robert. (1994). *In over our heads: The mental demands of modern life.* Cambridge: Harvard University Press.
An excerpt: "While each of our professions shares the common goal of enhancing the individual and collective life of real adults, what we need is a new way of seeing in order to end the compromised pursuit of this goal by disconnected, noncommunication sources of authority and exhortation...In order for us to look at what it is we are asking of our minds in this new way, we need an analytic tool. We need a way of discerning the mental complexity inherent in social expectations. We need a way of looking at human development that considers not only people's changing agendas but their changing capabilities." (6)

Levine, Sarah L. (1995). *Promoting adult growth in schools : The promise of professional development.* Braintree, MA: AISNE.
This is the best compendium of age/stage theories coupled with personalized profiles of real teachers at each point in their career.

Little, Judith W. and McLaughlin, Milbrey W. (Eds.) (1993). *Teachers' work: Individuals, colleagues and contexts.* NY: Teachers College Press.

All the contributions are worth reading, but I was especially jolted by Andy Hargreaves' piece on "Individualism and Individuality: Reinterpreting the teacher culture" (51-76) * since it reminds us to avoid hegemonic reasoning in our drive to provide universal professional development opportunities for our colleagues. Individuality is such a valued, and sometimes dangerous, commodity in independent school faculties.

Tannen, Deborah. (1990). *You just don't understand: Men and women in conversation.* NY: Ballantine Books.
It is not just our differing viewpoints on teaching based on age or point in our careers, it is our very gender. To establish ground-rules for listening thoughtfully to one another's contributions, we may read excerpts from this book, rather than relying on gentle scolding remarks from the facilitator.

III. Sources dealing with adult learning:

Boud, D., Cohen, R. and Walker, D. (eds.) (1993). *Using experience for learning.* Bristol PA: Open University Press.

Bell, B., Gaventa, J. and Peters, J. (Eds.) (1993). *We make the road by walking: Miles Horton and Paulo Freire, conversations on education and social change.* Philadelphia, PA: Temple University Press.
This book is so full of memorable quotes, crystal-clear thinking and theories on education delivered with humility, zeal, humor and scrappiness by two legendary thinker/educators. Offer it as a great "vacation read."

Brookfield, Stephen. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.* San Francisco, CA: Jossey Bass.

Brookfield, Stephen. (1995). *Becoming a critically reflective teacher.* CA: Jossey Bass.
The work of Stephen Brookfield has really confirmed and extended my thinking on how adults learn and how best to teach them. A mix of jargon-free suggestions and explanations, formulaic activities and personal anecdotes make these books very accessible.

Candy, P.C.(1991). *Self-direction for lifelong learning: A comprehensive guide to theory and practice.* San Francisco, CA: Jossey Bass.
:"Self-directed learning" has become a catch-all phrase for sloppy thinking. This book carefully identifies the different stages or orientations to this phenomenon.

Mezirow, Jack. (1991). *Transformative dimensions of adult learning.* San Francisco, CA: Jossey Bass..
Though his writing is dense and complex, Mezirow is the acknowledged guru in the field. His theories have evolved and grown by accretion, providing proof that a theory of learning cannot be static.

Schon, Donald A. (1983). *The reflective practitioner: How professionals think in action.* USA: Basic Books, Inc.
This is still the standard, classic reference in the field.

IV. Sources dealing with staff development:

Brooks, Jacqueline G. and Martin G. (1993). "Pursuing Meaningful Victories," in *The case for constructivist classrooms.* Alexandria, VA: ASCD.

Cochran-Smith, M. and Lytle, S.L. (Eds.) (1993). *Inside/outside: Teacher research and knowledge.* NY: Teachers College Press.
There are many useful articles in this collection; one that might work especially well as a shared reading is "Communities for Teacher Research: Fringe or forefront?" (85-103) * .

Freed, Debbie. (1996). "Creating Community" in *Independent School,* Winter, 1996, 50-58 * .
This article makes a good shared reading since it talks about staff development in schools like ours. There is also a useful list of operating principles within the article.

Fried, Robert L. (1995). *The passionate teacher.* Boston, MA: Beacon Press.
With so much emphasis on constructivism, essential questions and authentic assessment tasks, some teachers facing the notion of reform in their own practice need to be reassured that content still matters in the lessons they give. This book gives examples of the marriage of scholarly information to meaningful pedagogy.

Fullan, Michael and Hargreaves, Andy. (1992). *Teacher development and educational change.* London: The Falmer Press.
The essays in this volume would all serve as good fodder for teacher reading circles. To warm up to the notion that teachers may have a societal and moral obligation to pursue their own professional development actively and thoughtfully may be a bit too militant for some on the faculty, but the ideas are sure to spark some discussion.

Glatthorn, Allan A. (1996). *The teacher's portfolio: Fostering and documenting professional development.* Washington, DC: Editorial Projects in Education.
This book is right on target for addressing all the concerns related to setting up and "requiring" teachers to undertake the creation of their own professional learning portfolios. I plan to use the checklist on page 13 as an assessment guide for myself as their facilitator. It has thirteen questions related to learning in a constructivist classroom which is the concept of this project - without the classroom walls.

Lieberman, Ann and Miller, Lynne. (1991). *Staff development for education in the 90's: New demands, new realities, new perspectives.* NY: Teachers College Press.

Lenihan, Kathleen, and Duquin, Richard.(1991 "The Learning Team: A Cooperative approach to helping students at Risk" In *Schools-in-the-Middle*, Fall '91, 14-16 • .
This study describes a pilot program in a New York public school where eleven at-risk students were included in regular classrooms and adults learned to modify the number and types of contacts with them. This team approach is what we are aiming for.

Richardson, Virginia. (ed.) (1994). *Teacher change and the staff development process.* NY: Teachers College Press.
This collection describes all aspects of a study on professional development programs on reading instruction. Overall the book is a fascinating ethnography of two school cultures. Three of the chapters would make excellent shared reading pieces:
" Schools as Contexts: A complex relationship" by Peggy Placier and Mary Lynn Richardson (135-158) • .
"The Place of Practical Argument in the Education of Teachers" by Gary Fenstermacher, (23-42) • .
"A Theory of Change" by Virginia Richardson and Patricia Anders (199-216) • .

Robbins, Pam. (1991). *How to plan and implement a peer coaching program.* Alexandria, VA: ASCD.
This small volume gives lots of practical advice on how to promote natural learning teachers among teachers.

Tomlinson, Carol Ann. (1995). "All Kids Can Learn: Masking diversity in middle school" ERIC, Jan/Feb. 1995, v68, no3, 63-66 • .
This is a valuable and controversial point to bring up. Are we truly able to meet the needs of children with learning disabilities in all of our classes?

Underwood, Agnes and Sharma, Martha. (1996). "When a School Goes to School: Becoming a community of learners" • in *Independent School*, Fall '96.
This profile of a professional development initiative at the National Cathedral School in Washington inspires confidence and provokes nods of recognition from independent school practitioners. When teachers read it together, they begin to think of their own school's spin on the process.

Wideen, Marvin and Andrews, Ian. (eds.) (1987). *Staff development for school improvement: A focus on the teacher.* Philadelphia, PA: The Falmer Press.
"The School in Society and Social Organization of the School: Implications for Staff Development" (19-37) • by Gary Griffin constitutes another potential shared reading piece.

V. Sources relating to organizations, leadership and change

Burke, W. Warner. (1992). *Organizational development: A process of learning and changing.* Reading, MA: Addison-Wesley.

Evans, Robert. (1996). *The human side of school reform: Reform, resistance, and the real-life problems of innovation.* San Francisco: Jossey Bass.
The whole book is wonderfully comforting because it talks about systemic change in terms of the people we already recognize as the prototypes of our colleagues and administrators. Chapter Six: "Staff: Recognizing reluctant faculty" was especially useful. This books masterfully supports my central belief that change, or even curriculum review, cannot occur unless teachers understand and are committed to the process.

Fullan, Michael G. (1991). *The new meaning of educational change.* NY: Teachers College Press.

Kane, Pearl Rock. (Ed.) (1992). *Independent schools, independent thinkers:* San Francisco: Jossey Bass.
Each chapter gives a cogent, provocative look at a single aspect of life in independent schools. Any one of the topical chapters could be used effectively for a full group reading/discussion activity.

Newman, Fred M. and Assoc. (1996). *Authentic achievement: Restructuring schools for intellectual quality.* San Francisco, CA: Jossey Bass
Chapter 7, "Schoolwide Professional Community" (179-205) • by Karen Seashore Louis et. al. is another appropriate choice for shared reading and discussion.

Sarason, Seymour B. (1996). *Revisiting "The culture of the school and the problem of change.* NY: Teachers College Press.
Chapters 10 and 11 (185-234) on the role of teachers are especially useful.

Schein, Edgar H. (1992). *Organizational culture and leadership.* San Francisco, CA: Jossey Bass.
This book was more applicable to my vision of school culture than Senge's *The Fifth Discipline.* I would especially recommend sharing the chapter called "Learning Cultures and Learning Leaders" 361-392) with all middle and top administrators in the school.

VI. Journals to secure for the school professional development library or resource center:

Educational Leadership

Education Week

The ERIC Review (Vol. 3, Issue 3, Winter 1995) on "Professional Development"

Independent School

Journal of Staff Development

Phi Delta Kappan

Teacher

Teachers College Record

The Harvard Education Letter

An * indicates an article or a chapter that could be used for a shared reading and discussion exercise. Copies of these representative excerpts will be filed in the resource binder organized and maintained by the learning strategist and added to by all members of the faculty.

Bibliography for Part Two:
Teachers' Personal Research and Reflection

I. Texts that guided my planning:

Brookfield, Stephen. (1987). Being a skilled facilitator of critical thinking. In *Developing critical thinkers: Challenging adults to explore alternative ways to thinking and acting*. San Francisco: Jossey Bass, 228-241.
Brookfield has a powerful way of explaining the assumptions that drive our traditional teaching deliveries. It is especially important to be thoughtful about the best ways to engage discerning, tradition-bound contemporaries in their own shared introspection. His list of five assumptions/five practices is of great help.

Carter, Kathy. (1993). The place of story in the study of teaching and teacher education. *Educational Researcher*, Vol. 22, No. 1, 5-12, 18.
Carter gives several comprehensive definitions of "stories" so that we come to know them as a "mode of *knowing*" and she counsels us to remember the important place of gender, power, ethnicity, ownership and voice in the listening to and telling of stories.

Cross, K Patricia and Steadman, Mimi H. (1996). *Classroom research: Implementing the scholarship of teaching*. San Francisco: Jossey Bass.

Coles, Robert. (1989). *The call of stories: Teaching and the moral imagination*. Boston: Houghton Mifflin.
To give an idea of the prose and the thoughts of this really inspiring book, I give you a part of Coles' response to a student in his lit class:
"We pointed out to one another that a story is not an idea, though there most certainly are ideas in stories; that reading a story is not like memorizing facts. We talked of the mind's capacity to analyze. This capacity--to abstract, to absorb elements of knowledge, and to relinquish them in statements, verbal or written --is an important part of what we are: creatures of language, of symbols galore. But we need not use ourselves, so to speak, in *only* that way. We have memories; we have feelings. We reach out to others...In order to respond, one remembers, one notices, then one makes connections--engaging the thinking mind as well as what is called one's emotional side.
How to encompass in our minds the complexity of some lived moments in a life? How to embody in language the mix of heightened awareness and felt experience which ...a story can end up offering...?[It can] insinuate itself into a remembering, daydreaming, wondering life; can prompt laughter or tears; can inspire moments of amused reflection with respect to one's nature, accomplishments, flaws." (127-8)

McEwan, Hunter and Egan, Kieran. (1995). *Narrative in teaching, learning and research*. NY: Teachers College Press.

Part III speaks directly to the processes related to *learning questions* and *learned questions* with articles geared to teacher research. They would make good reading assignments:

- "Working with life-history narratives" (127-165) by Michael Huberman
- "Narrative understanding in the study of teaching (166-183) by Hunter McEwan
- "Narrative rationality in educational research" (211-226) by Nancy Zeller

Richardson, Virginia. (1992). The agenda-setting dilemma in a constructivist staff development process. *Teaching and teacher education*, vol. 8, no. 3, 287-300.

Once teachers start to share stories, questions and reflections, the facilitator is in the awkward, ever-shifting position of trying to let colleagues learn as much as possible from their own exchanges, while also helping them adhere to the framework of the professional development endeavor.

II. Sources about the writing and telling of stories:

Atwell, Nancy. (1987). *In the middle: Writing, reading and learning with adolescents.* Portsmouth, NH: Boynton/Cook/Heinemann.

This book provides much information about the "writing process" and many examples of students' work and thinking, as an extra benefit.

Calkins, Lucy M. (1994). *The art of teaching writing.* Portsmouth, NH: Heinemann.

Calkins proves that the discipline of writing, in all its manifestations cannot be separated from teaching:

"Teachers help students to see the value to the precious particles in their lives not by giving lectures and assignments, but by demonstrating this quality of attentiveness in our own lives and by establishing rituals in our classrooms that encourage it in our students' lives."

We colleagues need to practice this attentiveness in the company of one another as well.

Goldberg, Natalie. (1986). *Writing down the bones: Freeing the writer within.* Boston: Shambhala Publishing.

Funny, lively, short pieces that inspire neophytes to write anywhere, anytime, about anything.

Jalongo, Mary Renck and Isenberg, Joan P. (1995). *Teachers' stories: From personal narrative to professional insight.* San Francisco: Jossey Bass.

The process of asking teachers to write about school people and events they greatly value and then to look for themes in their shared writings is modeled beautifully in this book. The stories are compelling, written by ordinary teachers like us, and the essays that bring them together into common theories give us insights into our professional agendas.

Lamott, Anne. (1994). *Bird by bird: Some instructions on writing and life.* NY: Doubleday.
Humorous and gritty, like Goldberg's "manual," this book is highly readable. One or two of the chapters would make a nice addition to the resource section of teachers' portfolios; I have chosen "Looking around" (97-102) because it deals with the importance of including tiny details.

Levine, Sarah L. (1995) Using writing as a means for personal and professional development. In *Promoting adult growth in schools: The promise of professional development.* Braintree, MA: AISNE, 244-258.
Levine reminds us, by describing several productive types of teacher writing, that there are parallels between effective writing, professional development and adult growth, namely *reflection, collaboration and ownership.* (244).

Witherell, Carol and Noddings, Nel. (1991). *Stories lives tell: Narratives and dialogue in education.* NY: Teachers College Press.
Chapter 12: "Teacher lore: A Basis for understanding praxis" (207-233) reminds us that our stories lose their vigor when they are *summarized* rather than told. We tend to *summarize* when we talk to parents and colleagues about our work and our students.

Murray, Donald M. (1982). *Learning by teaching: Selected articles on writing and teaching.* Portsmouth, NH: Boynton/Cook/Heinemann.
Murray tells us how to "Write research to be read" (103-112).

Zinsser, William. (Ed.) (1995). *Inventing the truth: The art and craft of memoir.* Boston: Houghton Mifflin.
There are many wonderful selections from famous writers on the challenges and pleasures of writing memoirs. I have chosen one by Annie Dillard to include in the teachers' portfolios:
• "To fashion a text" (41-59).

III. Collections of stories about teachers and students:

Barbieri, Maureen. (1995). *Sounds from the heart: Learning to listen to girls.* Portsmouth, NH: Heinemann.

Kane, Pearl R. (1991). *The first year of teaching: Real world stories from America's teachers.* NY: Walker Publishing Co.

Lewis, Sydney. (1996). *A totally alien life form - teenagers.* NY: The New Press.

Thorpe, Ronald (Ed.) (1995). *The first year as principal: Real world stories from America's principals*. Portsmouth, NH: Heinemann.

IV. Teacher Research

Cochran-Smith, M. and Lytle, S.L. (Eds.) (1993). *Inside/outside: Teacher research and knowledge*. NY: Heinemann.
Among the many valuable charts, definitions and essays on teacher research found in this volume, I found special use for the charts on pages 3-4 and 27: • "Issues and questions toward a theory of teacher research" and • "Teacher research: an analytic framework" and for the examples of school studies included in chapter 8 (170-240).

Hall, Irene; Campbell, Carolyn H. and Miech, Edward J. (1997). *Class acts: Teachers reflect on their own classroom practice*. Cambridge, MA: Harvard Educational Review.
A nice teacher study for members of the English department to read and comment upon might be Joan Dernan Cone's on • "Appearing acts: Creating readers in a high school English class" (67-92) since it shows Cone's observations, frustration, hypotheses and experiments along the way to creating an English class where even the unlikeliest candidates were successful and enthusiastic.

Holly, Peter. (1991). Action research: The missing link in the creation of schools as centers of inquiry. In Lieberman, Ann and Miller, Lynne (Eds.) *Staff Development for education in the 90's: New demands, new realities, new perspectives*, 133-157.

Hubbard, Ruth S. and Power, Brenda M. (1993). *The art of classroom inquiry: A handbook for teacher researchers*. Portsmouth, NH: Heinemann.
This step-by-step guide makes it seem possible , and even desirable, to set up a research project in your class while you are in the midst of teaching it.

This is a comprehensive piece on the evolution of teacher research and the necessary steps to take in conduction an inquiry.

Miles, Matthew B. and Huberman, A. Michael. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage Publishing (2nd ed.)
This "expanded sourcebook" serves as an essential reference for all social science researchers; it is important for teachers to gain the expertise in conducting valid research, since their efforts as scholars can then be valued in the wider academic community. Teachers have much first-hand

knowledge that academicians can only speculate about; they need to package it professionally.

Richert, Anna E. (1991). Using teacher cases for reflection and enhanced understanding. In Lieberman, Ann and Miller, Lynne (Eds.) *Staff Development for education in the 90's: New demands, new realities, new perspectives*, 113-132.
Richert explains the point of engaging in teacher research in this way: "Reflective teachers, Dewey argued, engage in teaching as an intellectual rather than as a routine task. Intellectual engagement provides the basis for learning from experience. Reflective teachers adapt what they know to what they experience in a changing world; in so doing they create new meanings and consequently revised actions." (114).

V. Collecting our writings for ourselves and for others:

Kimeldorf, Martin. (1994). *A teacher's guide to creating portfolios*. Minneapolis, MN: Free Spirit Publishing Inc.
"I am my own best chronicler" is the essential message of this guide to creating a personal and professional portfolio, both for students and for adults.

Learning Communities Narratives: A Publication of the learning communities network. 1422 Euclid Ave., Suite 1466, Cleveland, OH 44115-2001.
This is a journal for teacher writings--essays, short studies, stories from practice. The editorial board consists of Mary Jenck Jalongo and Carol S. Witherell, whose work has been cited elsewhere in this bibliography. Their web site is http://www.lcn.org and their e-mail is mgroo2@lcn.org

Teacher Research Journal. Johnson Press, 49 Sheriden Ave. , Albany, NY 12210.
This journal includes research findings from teachers' classrooms and reports on pedagogy.

Teacher as researcher group. American Educational Research Association.
This network showcases cases on practice from K-12 classrooms. Their web site is: http://www.ilstu.edu/depts/labsch/tar.

XTAR -A network for teacher researchers.
To subscribe: listserv@lester.appstate.edu
Skip "subject"
Leave message stating "subscribe XTAR" and your name.
Information and confirmation of your subscription will come
This is a forum for sharing classroom inquiry projects.

An * indicates an article or a chapter that could be used for a shared reading and discussion exercise. Copies of these representative excerpts will be filed in the resource binder organized and maintained by the learning strategist and added to by all members of the faculty.

Bibliography for Part Three:
Knowing Our Students and Their Ways

I. Adolescent Emotional and Intellectual Development:

Elkind, David. (1994). *Parenting your teenager: Practical information and advice about adolescent development and contemporary issues.* Rosemont, NJ: Modern Learning Press. •
This book is as useful for teachers as it is for parents. Elkind's prose can be dense, but many of the pieces in this book were written as magazine columns for a general audience so they are easy reads.

Goleman, Daniel. (1995). *Emotional intelligence: Why it can matter more than IQ.* New York: Bantam Books.
This book gives a logical, challenging version of the many sources of motivation within children today. Students are capable of great achievements if they have-and learn from-their mistakes rather than coast on their inborn talents, the performances attributed to "IQ."

Seligman, Martin E. P. (1995). *The optimistic child.* New York: Harper Collins.
There are useful lists for measuring children's resiliency in the face of problems to solve. Ways to foster self-efficacy are carefully described and convincingly justified. •

Wolf, Anthony E. (1991). *Get out of my life (But first could you drive me and Cheryl to the mall): A parents' guide to the new teenager.* New York: The Noonday Press.

Wood, Chip. (1997). *Yardsticks: Children in the Classroom, ages 4-14: A resource for parents and teachers.* Greenfield, MA: Northeast Foundation for Children.
This volume has just been revised to include thirteen and fourteen year-olds. It is especially useful since it describes adolescents' developmentally appropriate ranges of behavior in terms of several important categories: physical, social, cognitive and language. In the past this book has been immensely comforting to both parents and teachers who are not sure whether they are witnessing a temporary glitch in development or aberrant behavior in a student about whom they are worried. The lists are easy to refer to and easy to talk together from in a parent-teacher conference.

II. Theories of cognition for teachers, students and their parents:

Caine, R., and Caine, G. (1994). *Making connections: Teaching and the human brain.* Alexandria, VA: ASCD.
This book can serve as a central reference source on cognition.

Healy, Jane. (1990). *Endangered minds: Why children don't think and what we can do about it.* New York: Simon and Schuster.
Knowing the effects of electronically delivered information and entertainment on children's developing brains (described thoroughly in the first four parts of the book), we can make some resolutions about how to teach children for the next century by reading part five (277-346), "Minds of the future."

Margulies, Nancy. (1997). *Inside Brian's brain.* Tucson, AZ: Zephyr Press. •
This "comic book" provides a great deal of information on cognition and brain functions for students in grades 6-12.

Sylvester, Robert. (1995). *A celebration of neurons: An educator's guide to the human brain.* Alexandria, VA: ASCD.
This book is a comprehensive guide to current brain theories, and it could well serve as required reading for the entire faculty. There is the added benefit of an extensive and up-to-date bibliography included.

III. Learning Styles:

Hodges, H. (1994). A consumer's guide to learning styles programs: An expert's advice on selecting and implementing various models in the classroom. *The School Administrator,* vol. 51, no. 1: 14-18.
This study can be more effective than lengthy explanations of learning styles for convincing skeptical teachers of the need to consider various styles among their students. The premise is that there are different and equally valid ways of learning, and that a teacher's responsibility is to evaluate and choose the most effective programs of meeting diverse orientations.

Israel, Lana and Buzan, Tony. (1991). *Brain power for kids: How to become an instant genius.* Miami, FL: Brain Power for Kids, Inc. •
This is a small, accessible volumes of hints and progressive exercises for kids (middle schoolers and older) on mind-mapping draws upon the right brain/left brain theories.

Kimeldorf, Martin. (1994). *Creating portfolios for success in school, work and life.* Minneapolis, MN: Free Spirit Publishing. •
This workbook formatted book guides students (and their teachers and parents) through the steps for amassing information to create four kinds

of portfolios: self-selected pieces, school/teacher selected pieces, one interest or talent collections or longitudinal collections.

Lazear, David. (1994). *Seven pathways of learning: Teaching students and parents about multiple intelligences.* Tucson, AZ: Zephyr Press.

Mamchur, Carolyn. (1996). *A teacher's guide to cognitive type theory and learning style.* Alexandria, VA: ASCD.
Based on Jungian, Myers-Briggs Type Indicators, this book includes much more that the familiar type labels. There are examples, questionnaires, cartoons, case studies, checklists and lots of suggestions for ways to observe and reflect upon student behaviors in academic settings. A good first exercise would be to administer the Myers-Briggs to all faculty members who agree to the assessment. They will be much more interested in the characteristics of the types and the potential points of concord and clashes with their students.

Margulies, Nancy. (1993). (Video). *Maps, mindscapes and more.* Tucson, AZ: Zephyr Press. *
A colorful, segmented presentation on the ease and artistry and fun of mind-mapping. Use of multiple intelligences and non-linear thinking are encouraged. This style of organization and note-taking is affirming for the scattered, minimalist writers and talented doodlers.

IV. Learning Differences:

Adderholdt-Elliott, M. (1987). *Perfectionism: What's bad about being too good?* Minneapolis, MN: Free Spirit. *
It is time to take stock of the debilitating effects of trying too hard, and working to the point of obsession. We see many of these students in our schools.

Bireley, Marlene. (1995). *Crossover children: A sourcebook for helping children who are gifted and learning disabled.* Reston, VA: The Council for Exceptional Children. *
Besides a wealth of useful information about this fascinating slice of our student population, this book also includes a most comprehensive resource list of publishers and organizations (81-85).

Bunting, Carolyn. (1993). At-risk early adolescents, *Schools-in-the-middle.* vol. 2, no.3: 3-6.
This article describes the "Schools Attuned" program guided by Mel Levine and his associates which can be put into place in any school. Teachers within the school receive extensive training in the ways to help struggling students learn better, and they are able to rely on Levine's staff for consultations.

Hallowell, Edward and Ratey, John. (1994). *Driven to distraction: Recognizing and coping with ADD from childhood through adulthood.* New York: Random House. *
Attention Deficit Disorder is probably the most prevalent of the learning disorders we see in our schools. It is critically important to be as informed about this constellation of behaviors and gaps, and about how to deal with their manifestations in our classrooms. Hallowell and Ratey inform, exhort and assure in a most down to earth, sometimes wry way.

_____. (1994). *Answers to distractions.* New York: Random House.
The fact that these two doctors published a second book on the same topic as cited above within the same calendar year shows how interested people are in knowing what ADD is all about. Especially useful parts include:
Chapter 2: To be here, there and everywhere, (18-71)
Chapter 3: Making or breaking the spirit of the child (72-91)
Appendix II: Tips on the management of ADD in families (303-307)

Heacox, Diane. (1991). *Up from underachievement: How teachers, students and parents can work together to promote student success.* Minneapolis: Free Spirit Publishing Co. *
This book draws on profiles of ten representative students on the achievement/underachievement continuum. Those types, instructive even in their designations, include: "achiever, rebel, conformist, stressed learner, struggling learner, victim , distracted learner, bored student, complacent learner, single-sided achiever".

Lavoie, Richard D. (1989). *Understanding learning disabilities: How difficult can this be? The F.A.T. City Workshop.* PBS, Video. *
F.A.T. stands for Frustration, Anxiety, and Tension, and the video tries to recreate for ordinary folk- parents and teachers- what it feels like to have a learning disability in school--reading, writing, comprehension, public humiliation. This makes a wonderful evening program for teachers and parents to view and talk over together. It comes with a study guide.

Levine, Melvin (1987). *Developmental variation and learning disorders.* Cambridge, MA: Educators Publishing Service.
This is a tome, a technical, but readable explanation of disorders and normal brain functioning. I refer frequently to the appendix:
"Guides to tests commonly used in the evaluation of children with learning disabilities" (527-575).

_____. (1994), *Educational care: A system for understanding and helping children with learning problems at home and in school.* Cambridge, MA: Educators Publishing Service. *
The strength of this book lies in its side by side analyses and recommendations for parents first and teachers second when they

encounter instances of children's struggles with their work. A partnership is forged simply from following the format of the book.

_____. (1990). *Keeping a head in school: A student's book about learning abilities and learning disorders.* Cambridge, MA: Educators Publishing Service. *
There are chapters written to students, with opening case studies, on cognition, attention, memory, language, reading, writing, spelling, math, social skills.

McCutcheon, Randall. (1985). *Get off my brain: A survival guide for lazy students.* Minneapolis, MN: Free Spirit Publishing Co. *
Though it sounds manipulative, this book succeeds in galvanizing students' efforts with chapters like "Nobody 'brown-nosed' the trouble I've seen" and "You can have your cake and edit, too." This book helps undermotivated, bright students on how to "beat the (school) system" and develop some useful, legitimate approaches to unfavorite school tasks at the same time.

Meltzer, Lynn; Roditi, Bethany et al. (1996). *Strategies for success: Classroom teaching techniques for students with learning problems.* Austin, TX: PRO-ED, Inc.
Within this book are a variety of checklists to consult on all customary strategies to be taught, both to disabled and also to regular students in our classrooms.

Olivier, Carolyn and Bowler, Rosemary. (1996). *Learning to learn.* New York: Fireside. *
Written to struggling students and their parents, with a reassuring foreword by Bill Cosby, this how-to guide is modeled on the techniques used at Landmark. It is predicated on the theory that there are as many valid ways to learn as there are learning styles. It is empowering for teenagers who evince the characteristics of dyslexia, ADD, language-based learning problems or delayed reading, writing, spelling or study skills.

Thompson, Michael. (1996). The fear equation. *Independent School,* Spring 1997, 44-53.
This article eloquently describes the dynamic of parent-teacher conferences in independent schools and includes a useful chart from the Bancroft School titled "Promoting Successful Parent-Teacher Conferences".

Vail, Priscilla. (1990). *About dyslexia: Unraveling the myth.* Rosemont, NJ: Modern Learning Press. *
Even a weak reader can get through this short, but sweet, forty-nine page classic on the common patterns of strengths and weaknesses in people diagnosed as dyslexics. Cambridge, MA: Educators Publishing Service.

V. Resources to share with distraught parents, frustrated teachers and students on the road to "demystification":

Canter, Lee. (1987). *Homework without tears: A parents' guide for motivating children to do homework and to succeed in school.* New York: Canter and Assoc.

Cummings, Rhoda and Fisher, Gary. (1991). *The school survival guide for kids with LD* (*Learning Differences).* Minneapolis, MN: Free Spirit Publishing Inc.

Ellis, David. (1994). *Becoming a master student: Tools, techniques, hints, ideas, illustrations, examples, methods, procedures, processes, skills, resources, and suggestions for success. (7th ed.)* Rapid City, SD: Houghton Mifflin.

Fisher, Gary and Cummings, Rhoda. (1990). *The survival guide for kids with LD.* Minneapolis, MN: Free Spirit Publishing Inc.

Frank, Stanley. (1990). *The Evelyn Wood seven-day speed-reading and learning program.* New York: Barnes and Noble Books.

Frank, Steven. (1996). *The everything study book.* Holbrook, MA: Adams Media Corp.

Georgiady, Nicholas P. and Louis, G. (1994). *Focus on study habits at home for middle school students: A guide for parents and students to increase learning at home.* East Lansing, MI: Michigan State University College of Education.

Griswold, David H. (1994). *How to study.* White, Plains, NY: Longmann.
This book is especially useful for independent school students since it was written for a particular CT independent school student body, takes into account unique academic pressures this group encounters, and is broken down into finite skills by chapter, each of which has a set of assessment questions and a quick-fix or a comprehensive skill building component.

Hallowell, Edward. (1996). *When you worry about the child you love: emotional and learning problems in Children.* New York: Simon and Schuster.

Hallowell, Edward and Thompson, Michael. (1993). *Finding the heart of the child: Essays on children, families and schools.* Braintree, MA: AISNE.

Nathan, Amy. (1996). *Surviving homework: Tips for teens.* Brookfield, CT: Millbrook Press.
Breezily written for middle-to-high schoolers, from advice garnered from high school juniors and seniors. Some unusual tips are scattered among the standard categories: "time crunch, memorizing madness, writers'

block, book report pain, spacing out, project panic, oops! wrong stuff, in a fog, test jitters, on strike..."

Robinson, Adam. (1993). *What smart students know.* New York: Crown Publishers, Inc.
Written by the founder of the Princeton Review for high school and college students facing high-volume reading, note-taking and exam-prep tasks. It takes the beguiling tone of "let's outsmart your demanding, inflexible, 'hard' teachers" that seems to work so well with bright underachievers.

Schumm, Jeanne Shay and Radencich, Marguerite. (1992). *SchoolPower: Strategies for succeeding in school.* Minneapolis, MN: Free Spirit Publishing, Inc.
Arresting pop graphics dress up tried and true strategies for the reluctant student or first-timer to exams, long readings and papers and note-taking. Much information is conveyed through actual student "realia" and testimonials.

STASH: The study tool: The program for studying by computer. (1993). Thayer Software Corporation.
This program for the Mac creates a flexible flashcard date base that is interactive, appropriate for any discipline, relies upon higher order thinking skills for the data entry part and can be practiced on the computer or printed out (two-sided) on index cards.

Vail, Priscilla. (1987). *Smart kids with school problems: Things to know and ways to help.* New York: E.P. Dutton.

VI. Journals and catalogues to secure for the school professional development library or resource center:

Journals:

ATTENTION! (Published quarterly by C.H.A.D.D. - Children and Adults with Attention Deficit Disorders)

Intervention in School and Clinic

Journal for the Education of the Gifted

LDA Newsbriefs

Learning Disabilities Quarterly

Middle School Journal

Mindshift Connection: A bulletin for successful teaching and learning

Schools-in-the-Middle

Catalogues:

A.D.D. Warehouse (800-233-9273)

Brookline Books (617-868-0360)

Free Spirit Publishing Co. (800-735-7323)

Modern Learning Press (800-627-5867)

PRO-ED (800-397-7633)

Zephyr (602-322-5090)

An * indicates readings that would be appropriate to share with parents who ask for advice about certain topics. A few minutes spent talking over a recommended reading together can break the ice and provide objective starting-point observations when it is time to focus on a particular child's difficulties.

Bibliography for Part Four:
Building a Curriculum and Negotiating Pedagogy

I. Articles for shared reading and discussion on "What *are* learning strategies?:

Means, Barbara; Chelemer, Carol and Knapp, Michael S. (1991). *Teaching advanced skills to at-risk students: Views from research and practice.* San Francisco: Jossey Bass.
There are abundant choices of provocative pieces in this volume.

Rafoth, Mary-Ann and Leal, Linda. (1993). Improving the study skills of middle school students. *Middle School Journal*, vol. 25, no. 1, 51-54.
This well-respected journal presents a solid, comprehensive explanation of cognitive and metacognitive theory and strategies for memorizing which should confirm to (and perhaps convince) my colleagues of the legitimacy of the advice I have been giving them for several years.

Ridley, Scott et. al. (1994). Walking the talk: Fostering self-regulated learning in the classroom. *Middle School Journal*, vol. 26, no. 2, 52-57.

II. Learning strategies instruments:

LASSI, (Learning and Study Strategies Inventory). Clearwater, FL: H & H Publishing Co. (1231 Kapp Drive, Clearwater, FL 34525, (1-800-366-4079).

Pintrich, Paul R. *MSLQ (Motivated Strategies for Learning Questionnaire).* 1400 School of Education, University of Michigan, Ann Arbor, MI 48109.

III. Curriculum design:

Clem, Stephen C. and Wilson, Z. Vance. (1991). *Paths to new curriculum.* Washington: NAIS.
This small volume raises the questions that independent school teachers should raise and can answer.

Erickson, H. Lynn. (1995). *Stirring the head, heart, and soul: Redefining curriculum and instruction.* Thousand Oaks, CA: Corwin Press, Inc.

Glatthorn, Allan A. (1994). *Developing a quality curriculum.* Alexandria, VA: ASCD.
Chapter 8, "Developing the classroom curriculum," (90-108) provides a handy checklist of issues for each teacher to consider in creating his/her

version of a learning strategies curriculum that complements the content curriculum.

Short, Kathy G. and Burke, Carolyn. (1991). *Creating curriculum: Teachers and students as a community of learners.* Portsmouth, NH: Heinemann.

Weber, Ellen. (1997). *Roundtable learning: Building understanding through enhanced MI strategies.* Tucson, AZ: Zephyr Press.
The author gives many illustrations of and pointers for designing curricula collaboratively, relying on contributors' varying "intelligences" to plan for diverse learning opportunities for their students. The section on "strong teacher communities" (57-60) speaks directly to my faculty!

IV. Sources for descriptions of various learning strategies and how to teach them:

Armstrong, Thomas. (1994). *Multiple intelligences in the classroom.* Alexandria, VA: ASCD.

Butler, Kathleen A. (1995). *Learning styles: Personal exploration and practical application.* Columbia, CT: The Learner's Dimension.
Besides an extensive questionnaire on learning styles in relation to every aspect of academic work, this book includes explanations and case studies of students with various learning styles. It is written for adolescents.

Caine, Geoffrey; Caine, Renate and Crowell, Sam. (1994). *Mindshifts: A brain-based process for restructuring schools and renewing education.* Tucson, AZ: Zephyr Press.
There is a strong cognitive orientation in this book, and the Caines are considered the current gurus in the field of cognitive education.

Cole, Robert W. (Ed.) (1005). *Educating everybody's children: Diverse teaching strategies for diverse learners (What research and practice say about improving achievement).* Alexandria, VA: ASCD.
This compendium is dense with information; especially useful for quick reference is "A Baker's dozen: effective instructional strategies" (21-43).

Collins, John J. (1992). *Developing writing and thinking skills across the curriculum: A practical guide for schools.* Andover, MA: The Network.
This book is based on the premise that clear thinking and writing can be taught deliberately in each of the disciplines. There are defined steps for each part of the writing and editing process that any teacher can and should learn to incorporate in his/her instruction. Since this program has the endorsement of our school's English department, it seems to be a good model for starting a learning strategies curriculum in writing skills.

Cook, Doris M. (1989). Strategic learning in the content areas. Madison, WI: Wisconsin Department of Public Instruction.
This book is very instructive, not only for the collection of useful graphic organizers *about* learning strategies, but also for its modeling of how a particular school system implemented the introduction of learning strategies instruction in all content areas.

Fry, Edward; Fry, Bernard; Kress, Jacqueline; and Fountoukidis, Dona Lee. (1993). *The reading teacher's book of lists*. Englewood Cliffs, NJ: Prentice Hall. This clear, organized reference guide provides all kinds of lists for class or private study: foundation words, core subject words, word groups, word origins, phonics, comprehension, learning and study skills, writing, enrichment and discovery activities, booklists, sign/symbols/abbreviations. Even the most reluctant reader can find something intriguing to look into from this vast collection.

Gall,M.D.; Gall, Joyce; Jacobsen, Dennis and Bullock, Terry. (1990). *Tools for learning: A guide for teaching study skills*. Alexandria, VA: ASCD.
This book has become the universal text for the ten member volunteer "learning strategies team" in my school. In our pilot efforts to teach strategies consistently and overtly, we draw on the common vocabulary and "bag of tricks" found here. It makes it easier to keep track of concrete practice of the strategies and of individual teachers' preferences and emphases.

Greene, Lawrence. (1993). *Study smarter, think smarter: A ready to use study skills program for grades 4-8*. New York: The Center for Applied Research in Education.
There are lots of reproducible activities in all realms: establishing goals, setting priorities, appreciating cause and effect, becoming organized, managing time, planning ahead, thinking tactically and strategically, dealing with setbacks, learning from mistakes, evaluating choices and options, reading with good comprehension, identifying and remembering important information, studying effectively, taking good notes and preparing for tests. Whew!

Harmin, Merrill. (1994). *Inspiring active learning: A handbook for teachers*. Alexandria, VA: ASCD.
The game-like strategies for ordering information and encouraging creative student participation and involuntary commitment to learning tasks all rely on higher-order thinking skills, both for the student and for the teacher.

Hoyt, Linda. (1995). *Accelerating reading and writing success for at-risk learners*. Medina, WA: Institute for Educational Development.
This workbook accompanied a full-day workshop given by the author. Her style of organization, humor and adherence to high standards as she plans and delivers work to at-risk students is inspiring. For a schedule of her upcoming workshops, try the phone number cited in the book (which

is very easy to use even without having attended the workshop). 800-260-8180.

Johnson, David W.; Johnson, Roger T. and Holubec, Edythe J. (1994). *The new circles of learning: Cooperation in the classroom and school.* Alexandria, VA: ASCD.

King, Diana Hanbury. (1985). *Writing skills for the adolescent.* Cambridge, MA: Educators Publishing Service, Inc.
There are straightforward chapters of instruction on the mechanics of good writing delivered in a style that does not patronize adolescents who might be struggling with writing or just uninterested in the aspects of precision found in good writing. The "before and after" writing samples from real middle schoolers in the appendix speak for themselves!

Meltzer, Lynn; Roditi, Bethany et al. (1996). *Strategies for success: Classroom teaching techniques for students with learning problems.* Austin, TX: PRO-ED.
From these two women I picked up the phrase "learning strategies" and the secret knowledge that strategies designed for struggling students are good for all students to learn and practice. This book is for 9-14 year old students and deals with strategies for memory, listening, writing, reading, and calculating.

Margulies, Nancy. (1991). *Mapping inner space: Learning and teaching mind-mapping.* Tucson, AZ: Zephyr Press.
This technique serves so many middle schoolers well, by allowing them to organize their thoughts in a non-linear, graffiti style. They must still sort out and prioritize the information, but they are using several intelligences in the process.

Parnell, Dale. (1995). *Why do I have to learn this: Teaching the way people learn best.* Waco, TX: Center for Occupational Research and Development, Inc.
Parnell gives a personalized view of how adults learn, defining principles that are reminiscent of those given by Perkins in *Smart Schools*; for example, he gives seven principles that lead to a transformed classroom (8): purpose, building, application, problem-solving, teamwork, discovery and connection.

Polloway, Edward A. and Patton, James R. (1997). *Strategies for teaching learners with special needs.* Upper Saddle River, NJ: Merrill.

Pressley, Michael J. (series Ed.) (1994). *The Cognitive Strategy Training Program.* Cambridge, MA: Brookline Books.
The following titles are included in this series. Together they comprise an excellent starting professional development reference library in the field of learning strategies.
-Pressley, M. and Woloshyn.(2nd. ed.). *Cognitive strategy instruction that really improves children's academic performance.*

-Harris, Karen B. and Graham, Steve. *Making the writing process work: Strategies for composition and self-regulation.*
-Ciboroski, Jean. *Textbooks and the Students who can't read them.*
-Mastropieri, Margo and Scruggs, Thomas. *Teaching test-taking skills: Helping students show what they know*
-Scruggs, Thomas and Mastropieri, Margo. *Teaching students ways to remember: Strategies for learning mnemonically.*
-Wood, Eileen; Woloshyn, Vera and Willoughby, Teena. *Cognitive strategies instruction for middle and high schools.*
-Gaskins, Irene and Elliot, Thorne. *Implementing cognitive strategies instruction across the school: The Benchmark manual for teachers.*
-Scheid, Karen. *Helping students become strategic learners: Guidelines for teaching.*

Sedita, Joan. (1989). *Landmark study skills guide.* Prides Crossing, MA: Landmark Foundation.
This foundation includes a school for learning disabled students, printed resource guides and a variety of courses and workshops for specialists and regular classroom teachers. As with so many of these manuals, the strategies described as effective for struggling students work well for all students.

Sternberg, Joan L. (Coordinator) (1996). *Learning disabilities: Information and resources.* Prides Crossing, MA: Landmark Foundation.
This collection of short articles on types of learning disabilities, teaching practices, family affect, ADD, and support organizations provides a useful model of a school's custom-made resource manual. We will develop our own version for our own school.

Vaughn, Sharon; Bos, Candace and Schumm, Jeanne Shay. (1997). *Teaching mainstreamed, diverse, and at-risk students in the general education classroom.* Boston: Allyn and Bacon.
This is one of the newest and most comprehensive texts available. It reassures every teacher of his/her ability to teach students with learning differences of all sorts, and to avoid feeling guilty about the gaps they cannot fill.

Winebrenner, Susan. (1992). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the needs of the gifted and talented.* Minneapolis, MN: Free Spirit Publishing.

Winebrenner, Susan. (1996). *Teaching kids with learning disabilities in the regular classroom.* Minneapolis, MN: Free Spirit Publishing.

V. "Packaged" Learning Strategies Programs:

Burkle, Candace and Marshak, David. (1989). *hm Study Skills Program: Levels I, II, III.* Alexandria, VA: NAESP and NASSP.
This series of workbooks breaks down into the following topics: listening, vocabulary from context, note taking, methods for reading textbooks, solving problems, how to study, improving memory, organizing paragraphs, preparing for tests, and using time well for each of three levels: I (grades 5-7), II (8-10) and III (11-13).

Chamot, Anna Uhl and O'Malley, J. Michael. (1994). *The CALLA handbook: Implementing the Cognitive Academic Language Learning Approach.* Reading, MA: Addison Wesley Publishing Co.
This book really changed my thinking about the ways in which strategies should be taught. Learning, not teaching, is the central focus; therefore steady practice and frequent feedback and assessments are especially critical. Chapter four (58-79) should be required reading for all teachers.

Hogan, Kathleen and Pressley, Michael (Eds.) (1996). *Scaffolding student learning: Instructional approaches and issues.* Cambridge, MA: Brookline Books.
The notion of "scaffolding" is a new trend in strategy teaching. As the authors describe this practice:
"How members of an intellectual community talk with one another constitutes in large measure the practice of their discipline. So teachers who want to give their students authentic experiences in the disciplines they study in school help them talk like scientists or writers or historians. Students become socialized into the talk and practices of different disciplines through interaction with more skilled members of that discipline. ..Instructional scaffolding lies at the heart of the verbal interaction that inducts students into the practices of an academic discipline." (74)

Lenz, B. Keith; Ellis, Edwin S. and Scanlon, David. (1996). *Teaching learning strategies to adolescents and adults with learning disabilities.* Austin, TX: PRO-ED.
This book provides many usable examples of strategies developed by the authors or by the Center for Research on Learning at the University of Kansas. These schema for learning are part of the "Strategies Intervention Model" known as SIM. A list of the many workshops and resources of this highly regarded initiative can be obtained by calling 913-864-4780. The strategies are excellent for all students.

VI. Assessing the students' degree of success in acquiring learning strategies:

Costa, Arthur L. and Kallick, Bena. (1995). *Assessment in the learning organization: Shifting the paradigm.* Alexandria, VA: ASCD.
Chapter 12, "Towards More Authentic Assessment" (114-138) invites readers to begin thinking about ways to measure the progress of students

trying to acquire deliberate and varied learning strategies as they tackle their regular content area courses.

Lazear, David. (1994). *Multiple Intelligences approaches to assessment.* Tucson, AZ: Zephyr Press.
In his foreword Grant Wiggins explains the need for this book:
"We are only now entering the modern age of education in which we tailor learning to suit the learner instead of making students adapt to necessarily narrow teaching styles and methods. And nowhere is that shift I honoring the many different intelligences more necessary than in the realm of assessment in which a 'one-size-fits-all view of testing has dominated education since medieval examination days. The material [in this book] is extraordinarily rich, providing a teacher with dozens of ideas on how to document and assess student performance in a probing, but learner-friendly way." (xi)

Sizer, Theodore. (1992). *Horace's school: Redesigning the American high school.* New York: Houghton Mifflin.
From this book comes the notion of "exhibitions" or multifaceted demonstrations of mastery or expertise in a given field. Why not create a "learner's portfolio" for students moving through the school to document their original acquisition and eventual adaptations of each learning strategy taught? The "Performance from Memory" an "exhibition" described on 65-66 gave me the idea.

Wiggins, Grant P. (1993). *Assessing student performance: Exploring the purpose and limits of testing.* San Francisco, CA: Jossey Bass.
Alternatives to conventional testing are described and justified in detail in this book; it is easy to see the assessment of learning strategies mastered as a component of authentic tasks and assessments. Wiggins' companion book in publication promises to add more direction for teachers seeking to rebuild their presentations and assignments into more authentic experiences for their students.

VII. Conferences, workshops and courses for teachers interested in knowing more about strategy teaching:

Harvard Conference on Learning Disabilities: An annual two-day event in Cambridge sponsored by the Harvard Graduate School of Education and by the Research Institute for Learning and Development: Contact person, Lynn Meltzer, (508-453-1992).

Landmark Foundation and Schools "Outreach Program" (508-927-4440).

Schools Attuned: "A Project to Enhance the Educational Experience of Children with Learning Difficulties." Schools send teachers to Mel Levine's center at the University of North Carolina for a two-week summer training session and then commit to a hefty membership fee to become a part of the "Schools Attuned" network. Work within schools is then supported by Levine and his fellow consultants. To secure information about the various programs and applications, call 919-966-4855.